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complete manner. History of France from 1648 to 1815, chiefly the French Revolution. Tales, biographies, essays continued; longer compositions than previously. In teaching history, no text-book is used; only oral instruction by the teacher, and a few notes taken by the pupils.

This programme shows how much better the Germans understand the importance of history than we do, and how much better they teach it, still, it is more than doubtful whether it would be wise to imitate them in introducing ancient history into the American grammar school. It must be remembered that the Germans stand much nearer to the main stream of the world history than we do. Dr. Hinsdale emphasized the value of Grecian and Roman history in its place, but thought it would not be well in the grammar school to go beyond myth, fable, legend, and Plutarch. He commended the emphasis that the Committee of Ten, or rather the Conference reporting to it, had put on civil government, on the intensive study of a single period of history, and on concentration. He closed with expressing the belief that the modern studies would encroach still farther upon the ancient ones, and that the national literature and history would play a larger part than heretofore in forming the minds and characters of the youth of the country.

FOREIGN NOTES

PROFESSOR BLACKIE

The Journal of Education (London), April, 1895

By the death of Professor Blackie, Scotland has lost her most notable public figure, a man of varied learning, a distinguished writer in prose and verse, a charming talker, a brilliant lecturer, and an ardent political and educational reformer. To the general public he was *Scotissimus Scotorum*, the champion of Presbyterianism and Jennie Geddes, of Scottish song, and Robbie Burns, of the crofters' rights and the crofters' language, and the founder of the Celtic Chair. Though universally beloved, he was too often regarded as a *poseur*, particularly by those whose opinion of him was founded merely on the ludicrous incidents and comic sayings in his popular lectures, which it struck the fancy of the newspaper reporter to record. The truth is that Blackie to the last was a boy, bubbling over with animal spirits and an irresponsible sense of the grotesque, which always relieved even an unpromising subject, but occasionally marred an admirable lecture. Refreshingly unconventional, he lectured in public as he talked at his own table. A man of his temperament could hardly make a good drill-sergeant, and he never seriously attempted the impossible task of teaching the rudiments of Greek to a heterogeneous mass of a hundred and fifty students. But, if some came to his class with little Greek, and carried little more away, many owed to his inspiring, if discursive, *causeries* their first love of everything Greek, and their first stimulus to some life-long study, and many good scholars are indebted to him for their first introduction to the vast philological literature of the Germans. The university, he urged, in season and out of season, was not the

place to teach the beggarly elements. Let Scotland carry out the educational programme of Knox, establish a system of secondary schools, and reform her universities. To the enlightened zeal of Blackie and his followers were due in a large measure the two movements which resulted in the university reforms of 1859 and 1892.

Space forbids us even to enumerate the works of so prolific a writer. His translation of *Faust* was pronounced by Lewes in his *Life of Goethe*, the best that had then appeared. To classical scholars he is best known for his fine translation of the *Iliad* in ballad metre, and his spirited version of *Æschylus*. His most popular book, *Self-Culture*, the gospel of a man who never felt old till he was eighty-five, shows the excellent moral influence he exerted on his students. When Gouin fills the air, it is strange we hear as little of Blackie, who was always talking Greek, and of his two books of *Greek Dialogues*, as of *Sprechen Sie Attisch?* His views on this subject were fully expounded by him just two years ago in the *Journal of Education*. And it is to his favorite subject, the accentual pronunciation of Greek, and the conversational method of teaching it, that his last article is devoted, in the *Contemporary Review* for February. Scotland will long miss his picturesque figure, and the world of teachers loses in him a most sympathetic friend.

THE PEDAGOGICAL SEMINARY IN JENA

The Journal of Education (London), April, 1895

On the 22d of last December the Pedagogical Seminar in Jena held a *Seminar-feier* to celebrate the fiftieth anniversary of its foundation. Some of the foremost school men of Germany were present on this occasion, part of them having been members of the Seminar under Professor Stoy (who directed its work for more than forty years), and part under Professor Rein, the present director. Early in the evening the members and their guests gathered in one of the old University halls and listened to a stirring address by Dr. Rein. He first outlined the early history of the Seminar, showing how, in 1843, Dr. Stoy, inspired by the personal influence of Herbart, formed a society for the study of Herbartian ideas, then obtained permission for the members to teach in some of the Jena schools, and finally secured the establishment of the society as a Seminar, *i. e.*, as an organic part of the University. Dr. Rein then paid an eloquent tribute to the ability of Dr. Stoy, and his success in developing Herbart's principles and extending their influence among the school men of Germany. In conclusion, Dr. Rein traced the course of recent developments and gave a brief sketch of the present condition of the work. After the address the audience adjourned to the Burg Kellar and enjoyed the social features of the *réunion* in true German fashion. The anniversary was so near the time for the usual Christmas celebration in the Seminar that the two were united, and all present joined heartily in welcoming Santa Claus, with his Christmas-tree and gifts for all, and his witty chronicle of the events of the past year.

It may be of interest to add here a brief sketch of the working plan of the

Seminar, and the elements of which it is composed. It has about sixty members, including twenty from Germany, fifteen from Bulgaria (sent by the Government of that country), ten from the United States, and one or more from each of the following countries:—Austria, Hungary, Russia, Greece, France, Japan, and others. Among the Americans is a woman who was sent by the City of Indianapolis to study under Professor Rein, and she is doing excellent work, although she is not allowed to attend any of the University lectures. The working plan of the department of Pedagogy is as follows:—The students gain a knowledge of the *science* of education from the regular University lectures in philosophy, psychology, ethics, theoretical pedagogy, and the history of education. The lectures are open to all members of the University. The training of the *art* of education is open only to members of the Seminar, and is obtained by means of a practice school. The latter is organized as an ordinary *Volksschul*, and follows very closely the course of instruction outlined by Dr. Rein in his series of books, entitled “The Eight School Years.” The series is a concrete expression of the way in which Herbartian pedagogy can be (and indeed has been) applied in the elementary schools of Germany.

In the Practice School each class has a competent instructor, who either teaches the class himself or provides a teacher from among the students in the Seminar. A student may teach as often as he likes, and, in addition, is always a welcome visitor in any class in the school.

Each week there are three Seminar meetings:—(1) The *Theoreticum*, at which the students present papers on educational theory, review recent books, and discuss current educational literature; (2) the *Praktikum*, where one of the students teaches a lesson in the presence of the professor and the other members of the Seminar; and (3) the *Konferenz*, where, for an entire evening, the previous *Praktikum* is thoroughly discussed, and its success tested by the application of standards based upon educational theory and upon previous experience in teaching. In this way the students are led to recognize the intimate relation that exists between theory and practice in education. They study what a school should be, they observe what a particular recitation in a typical school is, and then they discuss fully its points of weakness and of strength. The discussion is always opened by a “self-criticism,” read by the student who has taught at the *Praktikum*. Then follows a thorough-going criticism, prepared by one of his fellow-students. This, in its turn, forms a basis for the general discussion, in which the professor of pedagogy and the teachers in the Practice School always take a prominent part.

OBJECT LESSONS IN THE UNITED STATES

The Journal of Education, (London,) Jan. 1895

A new form of object-lesson has been devised in the United States. At Marblehead, Massachusetts, the pupils of the public schools were recently allowed a holiday, that they might attend a Republican convention engaged in nominating a candidate for Congress. Fortunately, the proceedings,

described as illustrative of "one of the processes toward civil government." passed off quietly. In another town a similar experiment was less satisfactory. A teacher accompanied his pupils to a meeting of the Common Council. They did not, however, learn much, as the members fell to calling each other liars and threatening personal violence. Fancy teaching a fourth form the whole duty of a citizen by taking it to the House of Commons on an Irish night or a debate of the London School Board on the Circular.

SPELLING REFORM IN ENGLAND

The Educational Times, (London,) Jan. 1895

Everybody admits that our method of spelling is cumbrous, illogical, and unsatisfactory in scores of ways. Some people go so far as to think that a scientific system ought to be introduced, if only to save the time and pains "wasted" by children in acquiring the difficult art of spelling. "The Argument az tu the need ov a Speling Reform iz nou konsented bei thoaz hu ar kompetent tu form an opinion on the mater," says a "Leeg" which takes the reform of our orthography for its province, "and the teim for wûrk has kûm." The "Leegers"—whose president is Dr. Max Müller, "Profeser ov Filologi in Oxford Yiuniversiti"—believe that it is no good trying to introduce a perfect alphabet at present: we must do the best we can, for a time, with the old one:—

The yius ov the prezent alfabet fonetikali, *az far az it kan be thus aplied*, proovz a graitsûksês. Eech leter is maid the representative ov wûn sound; and, whar tû leterz now represent a singel sound, the yius will be kontiniud ûntil this Ferst Staij ov the reform iz jenerali aksepted. Then niu leterz may taik the plais ov the italik leterz in the wûrds *aunt, pay, need, awful, soap, food, but, church, thin, then, ship, vision, sing*. On the 4th of Janiueri, 1893, ther woz founded a Speling Leeg, konsisting of personz hu aproov ov reformed speling, and engaij tu rekomend and yiuiz it on aul konvenient okazhonz. No chainj shud be maid at prezent in the speling ov proper naimz, whether ov personz or plaisez, buks or periodikals; nor in reiting tu perzons hu objêkt to tru speling.

The last clause shows a proper consideration for the feelings of others. The only qualifications for membership of the league are the payment of one shilling, and the signing of this undertaking: "I aproov ov Reformed Speling, and engaij tu yiuiz it on aul konvenient okazhonz."

FOOTBALL IN THE UNITED STATES

The Educational Times, (London,) Jan. 1895

Football is not a very gentle game among public schoolboys and 'Varsity men, but it is possible to play it and yet preserve the conventional number of limbs, eyes, &c. The account of the Yale-Harvard match makes one doubt whether so much could be said for the Transatlantic footballer. It looks as if that side wins in the American game which can succeed in disabling the largest number of its assailants, and that any method of "knocking out" one of the opposing team is allowable. The *Daily Graphic* supplements the accounts which have appeared in the papers by a set of portraits of half-a-dozen of the "players" before and after. In the first stage, they look bright, healthy young fellows, sound in wind and limb; in the second they are hardly recognizable as the same men. All six are bandaged and plastered, four are cut and smashed about the head, two have arms in slings, one has his kneecap broken, and all look as if they had sustained injuries which would leave marks for a life-time. No wonder that the difference in the "rules" between the English and American games have been regarded as an insuperable objection to an international football match.